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## **Organizational-pedagogical conditions of successful professional orientation of senior pupils in the school**

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### **Abstract:**

This article examines the organizational and pedagogical conditions for the successful vocational guidance of senior pupils at school. At the moment, the problem of helping students in choosing a profession is relevant and controlled by the state.

The problem of creating a reliable system of vocational guidance has always been considered a nationwide one, the solution of which is enshrined in the national project "Education". The author carried out a study on the problem of the

need to identify organizational and pedagogical conditions for organizing effective vocational guidance for senior pupils by means of additional education. As part of the study of the problem of professional self-determination of high school students and professional

orientation age patterns of personality formation, the author considered a number of issues in other works of researchers and scientists. An experimental experiment was carried out on the readiness of high school students in one of the schools in Nizhny Novgorod to choose a profession for further education in universities. The author has developed a questionnaire with surveys of high school students. Based on the analysis of the questionnaire, the result of the primary and repeated diagnostics of readiness to choose a profession among senior pupils was obtained according to the method of V.B. Uspensky (in%). Based on the research done, the conclusion was formulated that the implementation of the additional general developmental program "My PROF Choice" will help to most effectively organize the vocational guidance of students.

**Key words:** professional orientation, organizational and pedagogical conditions, additional education.

## **Introduction**

The modern world is very changeable and dynamic, the pace of life and the scale of changes force school graduates to change the nature of preparation for their future profession. The younger generation needs to master both ready-made solutions to educational problems and develop their creative abilities for independent movement towards success.

The FSES of the second generation makes high demands on school graduates: active, active, able to quickly adapt to various situations on the labor market, successfully navigate a variety of professions, and is able to determine whether his personal qualities are suitable for the chosen profession.

At the moment, the problem of helping students in choosing a profession is relevant and is under the control of the state.

The problem of creating a reliable system of vocational guidance has always been considered a nationwide problem, the solution of which is enshrined in the national project "Education".

As you know, a psychologist, as well as a class teacher is mainly involved in professional orientation of adolescents at school; career guidance is part of their professional duties. However, it is known that the homeroom teacher and the psychologist have many other responsibilities. Professional orientation in this case is carried out for the whole class, while an individual approach to each student, which is so necessary, often becomes impossible [3].

At the moment, vocational guidance work does not function as a system for the following reasons: there are no specialists in vocational guidance work in educational institutions, the scientific and methodological support of this activity is insufficiently developed, in the course of work, all subjects of vocational guidance are poorly involved.

At the moment, additional education opportunities are poorly used for vocational guidance. In this connection, the problem arises of the need to identify the organizational and pedagogical conditions for organizing effective vocational guidance for senior pupils by means of additional education.

## Methods

Within the framework of studying the problem of professional self-determination of high school students and professional orientation, the age patterns of personality formation are considered in the works of such researchers as I.S. Cohn, D. Super, L.I. Bozhovich, A.V. Petrovsky; the features of the formation of a person as a subject of professional activity were considered by N.S. Pryazhnikov, A. Ya. Nine, V.A. Belikov; issues of professional development are considered in detail by O.V. Lesheroва, T.V. Kudryavtsev, E.F. Zeer, E.M. Pavlyutenkov, A. Maslow; the possibilities of interaction between schools and additional education in the framework of vocational guidance are revealed (N.N. Zakharov, L.V. Baiborodova, E. B. Evladova, E. A. Klimov, N. S. Pryazhnikov, E. Yu. Pryazhnikova).

Thus, the urgency of this problem is determined by the contradictions between:

- actualization of the problem of organizing vocational guidance for senior pupils in the conditions of accelerating scientific and technological progress and the absence of scientifically grounded approaches to its solution;
- the existing potential of organizations of additional education in the implementation of career guidance activities with high school students and their insufficient use in solving this problem.
- actively developing information educational technologies, the accumulation of educational content and the lack of a mechanism for their use in order to provide vocational guidance for high school students.

The above contradictions have led to an urgent pedagogical problem: what are the organizational and pedagogical conditions for organizing vocational guidance for senior pupils by means of additional education. According to the results of a preliminary study conducted among 10 thousand high school students of Nizhny Novgorod schools, up to 70% of graduates from grades 10-11 have little knowledge about the existing needs and the demand in the labor market, about the modern, constantly changing world of professions, and also have a minimum number of information about their capabilities and inclinations [2]. In this case, the choice of a profession by a graduate is unconscious, that is, the students are not only not prepared for an adequate choice of their professional path, but also do not understand the need to make any choice, because they are satisfied with their current position.

This study examines the relationship between organizational and pedagogical conditions. The opinions of scientists are divided on this score, some believe that organizational and pedagogical conditions act as a kind of pedagogical conditions, i.e. organizational conditions are included in the content of the concept of "pedagogical conditions" [6]. Others, on the contrary, are of the opinion that organizational conditions are external circumstances for the implementation of pedagogical conditions [5].

In this study, we note that the organizational and pedagogical conditions are a single whole, acting as its equivalent parts. Organizational conditions support the possibility and support of the implementation of pedagogical conditions, that is, they act as a spatial environment for the educational environment.

Thus, in the context of this study, we understand organizational and pedagogical conditions as a characteristic of the pedagogical system, reflecting the totality of the potential capabilities of the spatial educational environment, the implementation of which will ensure orderly and directed effective functioning, as well as the development of the pedagogical system.

In the course of the research, we carried out an experimental work on the readiness of high school students in one of the schools in Nizhny Novgorod to choose a profession for further education in universities.

The experiment involved 58 people, students in grades 10-11.

## Results

Experimental work was carried out in a general education institution in the city of Nizhny Novgorod, under the guidance of the staff of Minin University.

Traditionally, vocational guidance of schoolchildren in a general educational organization is carried out by class teachers, a psychologist, and also partly by subject teachers; additional education classes solve narrow problems and are practically not connected with the vocational guidance process.

Based on the analysis of the theoretical literature in the first chapter, the purpose of the experimental work of the study was to test the hypothesis about the effectiveness of using the selected organizational and pedagogical conditions: the implementation of career guidance work based on the implementation of systemic, personal and activity approaches; active use of the educational environment of additional education; the use of modern information technologies, including electronic educational content and resources of partner educational organizations, for the successful professional orientation of students in grades 10-11 by means of additional education at school.

For vocational guidance, the program "My PROF Choice" was developed, which was developed as part of a study to determine the readiness of high school students to choose a profession [4].

After conducting a formative experiment to determine its success, the level of readiness of high school students to choose a profession was diagnosed using the methods used in the ascertaining experiment.

When analyzing the individual answers of students for the correspondence of his skills, interest and desire to engage in a certain type of activity. The data obtained indicate that high school students approached the choice of a profession with greater confidence, there is stability in their answers, and there is no large difference between the desired and real opportunities.

*Questionnaire "Professional intentions"* E.F. Zeera was also held for students who have mastered the My PROF Choice program. The majority of students, and this is 69%, want to continue their studies in different educational institutions, 19% of students plan not only to work, but also to study.

High school students were asked to choose the professional activity of their proposed options, so the sphere of the worker was chosen by only 6%; lawyer - 19%, other areas - 75%. When answering this question, the majority of respondents chose the answer option "other areas", this time everyone indicated which profession they want to choose, which already speaks of a conscious choice of a profession, after analyzing their own capabilities and the needs of the labor market.

After the implementation of the My PROF Choice program, all (100%) students had an idea of their chosen profession.

The implementation of professional self-determination, to a lesser extent, is hindered by various reasons for the student (30%), including self-doubt, low self-esteem, failure to do many things - which were chosen by only 6% of the respondents.

82% of respondents made the final decision on their choice of profession, the remaining 18% of high school students are not yet completely sure of their choice.

It was also analyzed who influenced to a greater extent the choice of a profession by high school students, who note that they chose a profession on their own (58%). 31% of respondents were influenced by teachers, made their choice of profession on their own, the remaining 11% of the respondents made a decision with the help of their parents.

The respondents consider that the most important in choosing a profession is the compliance of work with personal capabilities (63%), the desire to benefit society and interest, creativity in work - (21%). The subjects identified the opportunity to earn good money not so much important (16%).

Analysis of the questionnaire by E.F. Zeera came to the following conclusion: after the implementation of the program "My PROF Choice" of vocational guidance by means of additional education, students in grades 10-11 revealed quite serious intentions regarding their professional future. All high school students have a good understanding of their chosen profession. The subjects did not reveal any hindrances to their choice of profession.

Now let's move on to comparing the indicators of primary and repeated diagnostics of students according to the questionnaire to identify the readiness of schoolchildren to choose a profession V.B.

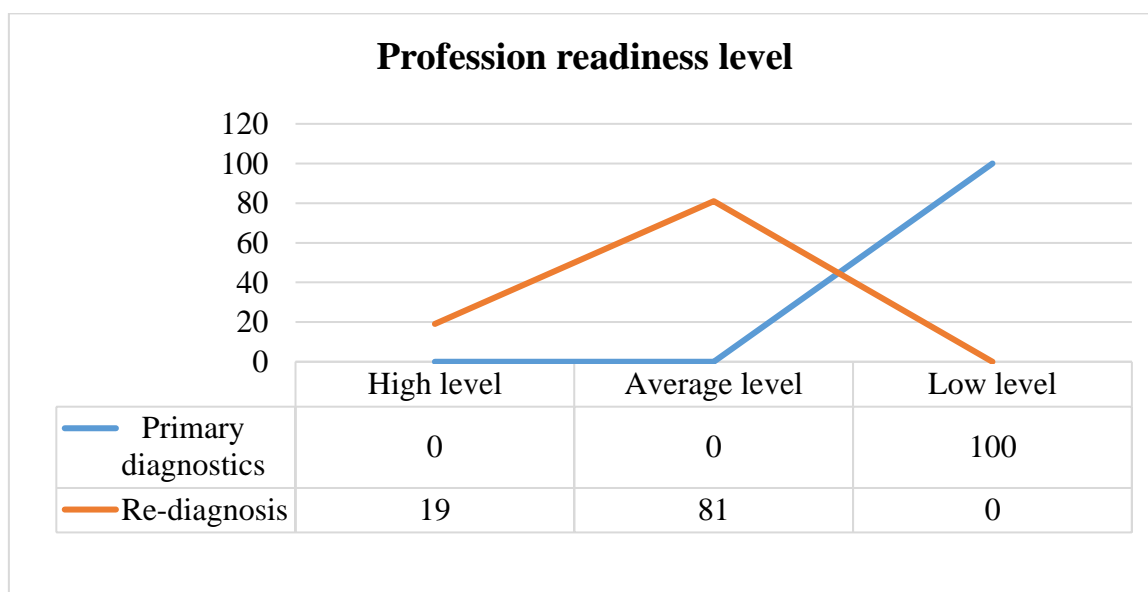


Figure 1 - The results of primary and repeated diagnostics of readiness to choose a profession among senior pupils according to the method of V.B. Uspensky (in%)

An analysis of the results obtained showed that the number of high school students with an average level of readiness to choose a profession changed from zero to 81% of respondents. Prior to the implementation of the vocational guidance program for high school students, a high level of readiness to choose a profession was not diagnosed in these students, but after the number of high school students with a high level of readiness to choose a profession it became 18%. According to the results of repeated diagnostics, no respondents with a low level of readiness to choose a profession were identified, whereas before the implementation of the My PROF Choice program, their number was 100%.

Consequently, the readiness to choose a profession among students in grades 10-11 has increased, that is, we can talk about at least positive dynamics.

Let us analyze the re-diagnosis data obtained by the method of V.B. Uspensky to identify the readiness of schoolchildren to choose a profession. Figure 3 shows the percentage of the readiness levels of tenth graders to choose a profession.

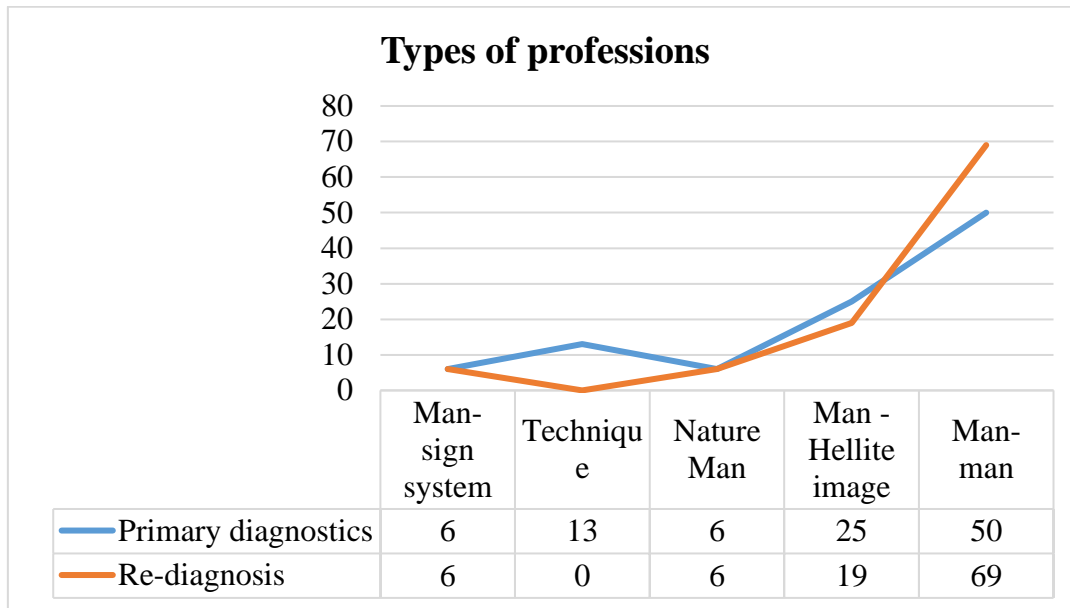


Figure 3– Results of the study of readiness to choose a profession among senior pupils according to the method of L.N. Kabardova (in%)

Comparing the results of the primary and repeated diagnostics of high school students using this method, it can be noted that before the implementation of the vocational guidance program, 50% of applicants were inclined to choose a profession of the "Person-to-person" type, and after that the number of respondents increased to 69%. The number of schoolchildren choosing such type of professions as "Man - Technique" and "Man - Artistic Image" has decreased.

This can be explained by the fact that, within the framework of the vocational guidance program, high school students got acquainted in more detail with the world of professions, learned about their inclinations and abilities, the demand for professions in the labor market, so their choice became more conscious.

Having analyzed the results of the initial and repeated diagnostics of the participants in the vocational guidance program according to the Professional Intentions questionnaire (authored by E.F. Zeer), we can also state a positive trend. Before the implementation of the program, the majority of schoolchildren were characterized by uncertainty in their further choice of profession, but after that, at the stage of choosing a profession, all the children decided on their professional choice.

Thus, we can conclude that the implementation of the additional general developmental program "My PROF Choice" helped to organize the vocational guidance of students most effectively. The level of awareness of the choice of a profession by students has increased. High school students have become more self-confident, all have quite serious intentions regarding their professional future. All high school students have a good understanding of their chosen profession. The subjects did not reveal any obstacles to the choice of a profession, and also all students are ready for the choice of a profession.

### Conclusion

To create an effective vocational guidance system for high school students, contributing to the formation of adolescents' readiness to choose a profession, an additional general educational program "My PROF Choice" was developed by the university staff.

In this program, the organizational and pedagogical conditions for the vocational guidance system were taken into account.

The first condition was that in the process of organizing vocational guidance activities for high school students, the educational environment of additional education will be actively used - this condition is implemented by the additional general educational program itself.

The second condition: vocational guidance work is carried out on the basis of the implementation of a systemic, personal and activity-based approach - it is implemented in the content of the program, in topics, tasks, methods of work, as well as in the opportunity for high school students to change modules and consider areas of interest for professions.

The last condition: in the process of vocational guidance of high school students, modern information technologies are used, including electronic educational content and resources of educational partner organizations - the program spelled out the use of electronic resources, both for conducting various test diagnostics, and for obtaining information about the branches of professions, about the state the labor market and the professions of the future.

The implementation of the vocational guidance program for schoolchildren using organizational and pedagogical conditions by means of additional education was effective, since the results of the control experiment were significantly higher than at the ascertaining stage.

Thus, the level of awareness of the choice of a profession by students has increased. High school students have become more self-confident, all have quite serious intentions regarding their professional future. All high school students have a good understanding of their chosen profession. The subjects did not reveal any obstacles to the choice of a profession, and also all students are ready for the choice of a profession.

Thus, we can conclude that the implementation of the additional general developmental program "My PROF Choice" helped to most effectively organize the vocational guidance of students.

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